



Indiana Department of Education

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Indiana Superintendent of Public Instruction

High Ability Language Arts Units – Grade 4

Change: Making a Difference

Content Differentiation – June 2015

Lesson Number	Original Reading Selection, Discussion Questions or Project	Alternates for Average to Above Average Learners if Needed
Lesson 1	Pre-Assessments to establish baseline knowledge	Teacher discretion of pre-assessment tools
Lesson 2	Students develop generalizations about change.	Guide students through brainstorming examples of change, categorizing change, and drawing conclusions about change. These students may need leading questions asked of them. They may or may not be able to form the generalizations on their own.
Lesson 3	Students research Greek and Latin word parts.	Average learners may need more teacher support for the research component. Students may need to have the lesson stretched out into more than one lesson to successfully master the content.
Lesson 4	<p>The teacher introduces the genre of biography. Students read and discuss a biography together. Students read a biography independently.</p> <p>Students will review nouns, verbs, articles, conjunctions, and adjectives</p>	<ul style="list-style-type: none"> Reading selections are self-selected and should reflect a child's reading level. Scaffold the whole class discussion to include the construction of a timeline. Use the timeline to find points of change. Lead students to discover that conflict in a person's life often brings about change. For the homework assignment, instruct students to construct their own timelines based on a self-selected biographical picture book and identify points of change in that

		<p>person's life. (An assortment of picture book biographies will be needed for this assignment.)</p> <ul style="list-style-type: none"> • Add a closing discussion about how the person's life brought about change to the world. • Use the grammar component of this lesson as it is written.
Lesson 5	<p>An assortment of biographies will be needed for this lesson.</p> <p>Students are assigned to read a biography, research the biography's subject using primary and secondary resources, create a timeline (instructions in Lesson 12), make a PowerPoint slide, write a monologue (Instructions in Lesson 13), and make a first-person presentation based on research.</p> <p>Grammar component asks students to label parts of speech in three sentences.</p>	<ul style="list-style-type: none"> • Work with interest groups. Provide biography text sets based on interest and ability. Picture books by David Adler, the <u>Who Was...?</u> Books, <u>Time for Kids</u> books, and DK biographies all provide texts in a variety of reading levels. A biography of Tecumseh is strongly recommended for one of the groups. • For optimum lesson cohesiveness, use biographies of people who lived between 1750 and 1850. • Read and discuss the books in small groups. Create a timeline of important events for the subject. Jigsaw groups to optimize sharing and learning. • Use the grammar component of this lesson as it is written.
Lesson 6	<p>HA students will read a different biography and discuss how the subject made a difference to others.</p> <p>Students will explore the root word, graph.</p> <p>The grammar portion of this lesson includes information about the order of adjectives.</p>	<ul style="list-style-type: none"> • Students will continue to work with the biography chosen in Lesson 5. Students will discuss the subject of the biography according to life events, contributions, and impact on the lives of others. • Suggested reading plan included • Shorten the number of adjectives to be listed in a sentence.

Lesson Number	Original Reading Selection, Discussion Questions or Project	Alternates for Average to Above Average Learners if Needed
Lesson 7	<p>HA students will begin the research needed to begin construction of a double timeline that will parallel historical events to the life events of the person studied in Lesson 5. The timeline will be constructed in Lesson 12</p> <p>Students will analyze the ways history shaped Tecumseh's life and the way Tecumseh shaped history.</p> <p>Students will explore compound words and pronouns.</p>	<ul style="list-style-type: none"> • Average and above average students will be expected to find the information they need to add a parallel time line to the original timeline constructed in Lesson 5. This will be scaffolded in small group instruction. (Actual construction of the timeline is found in lesson 12) • Use the video, <u>My Friend, Martin</u>, to reinforce the idea that history impacts its participants, and the participant's impact history. • Suggested reading plan included • Use the grammar and vocabulary lesson as written. Students will need additional exposure to the distinction between object and subject pronouns.
Lesson 8	<p>HA students read and analyze Tecumseh's speech to General William Henry Harrison. The speech is used as a launching point to discuss primary and secondary sources.</p> <p>Students will practice the punctuation of titles and continue working with pronouns.</p>	<ul style="list-style-type: none"> • Students will listen to Tecumseh's speech while reading the words. A close reading lesson will follow. Students will use discussion, note-taking, graphics, and games to facilitate the learning and understanding of primary and secondary source materials. • Suggested reading plan included. • Use the grammar and vocabulary lesson as written. Students will probably need additional practice to master these skills.

Lesson Number	Original Reading Selection, Discussion Questions or Project	Alternates for Average to Above Average Learners if Needed
Lesson 9	<p>Students will use Creative Problem Solving to explore the different perspectives of land ownership that led to conflict between the European settlers and the Native Americans.</p> <p>Students continue to practice identifying pronouns in sentences.</p>	<ul style="list-style-type: none"> • Teach the idea of perspective through the eyes of fiction. <u>The Pain and the Great One</u> by Judy Blue is a resource to begin the discussion on perspective. More capable students may be led to understand the conflicting perspectives of land ownership through small-group discussion and the judicious use of teacher research. • Use the grammar lesson as written.
Lesson 10	<p>HA students analyze and write similes to describe the figures in "The Death of Tecumseh."</p> <p>Grammar portion of the lesson includes the punctuation of titles and the proper use of relative pronouns.</p>	<ul style="list-style-type: none"> • Suggested modifications include front-loading information and practice with similes before looking at the frieze. • Suggested reading plan included. • Introduce relative pronouns more slowly. Allow additional time to practice proper usage and identification of relative pronouns.
Lesson 11	<p>Students read poetry by James Whitcomb Riley, analyze meaning and elements, write their own poems in similar styles, and create diamantes about change.</p>	<ul style="list-style-type: none"> • Begin with a close reading of the poem to assist students with comprehension before assigning fluency practice. • Academic Vocabulary: Teach the vocabulary words by using the words in context, finding and exploring examples, and mapping the words. • Complete the poetry analyzer in a group setting • If students have difficulty writing a poem using similar rhyme and meter schemes, challenge the students to focus on the rhyme scheme only.

Lesson Number	Original Reading Selection, Discussion Questions or Project	Alternates for Average to Above Average Learners if Needed
Lesson 12	Instructions are provided for the creation of a timeline based on the individual research begun in Lesson 4	<ul style="list-style-type: none"> • If students have not been assigned to research an individual, this lesson can be used as a guide for constructing the parallel timelines discussed in lesson 7. • The rubric should be modified to change the number of source citations.
Lesson 13	Students will write, memorize, and do a costumed presentation of an individual researched in previous lessons. The monologue is expected to include differences made by the individual.	<ul style="list-style-type: none"> • Students present puppet shows depicting the lives of subjects studied interest based reading group biographies. • Suggested reading lesson, assignment sheet, and rubric included
Lesson 14	<p>Students categorize biography subjects by contributions. Students are grouped by category to write a paragraph and create a Power Point slide.</p> <p>Students practice labeling parts of speech in sentences. Direct instruction for types of sentences is suggested.</p>	<ul style="list-style-type: none"> • In interest groups established in Lesson Five, students will discuss contributions made by the subject of “their” biography and name the category (science, math, music...) of the contributions. Students will write a group paragraph, create an accompanying Power Point slide or show, and present their work to their classmates. The paragraph should include a category name, the name of the biographical subject, and an explanation of how the subject contributed to the category. • Use the suggested grammar lesson as written.
Lesson 15	<p>Students learn to make tally tables, frequency tables, and line plots. Using these data collection tools, they will compare their time lines to determine the years of greatest productivity.</p> <p>Grammar component of this lesson introduces adverbs.</p>	<ul style="list-style-type: none"> • Before using the time lines to create a tally table, frequency table, or line plot, students should be familiar with these data collection tools. • Students who are not able to participate in the high ability content might construct surveys, collect data, and create

		<p>graphs to depict that data.</p> <ul style="list-style-type: none"> • Use the suggested grammar lesson as written. Additional practice with identifying adverbs and writing with adverbs is recommended.
Lesson 16	<p>Mystery genre is introduced when a short story selected by the teacher is read aloud to the students.</p>	<ul style="list-style-type: none"> • Students view a “Scooby Doo” episode to identify the elements of a mystery. • To reinforce genre vocabulary, it is recommended that students use the words in context, create word mapping graphics, and play vocabulary games using the words. • Suggested lesson alteration is included with this report
Lesson 17	<p><u>The Westing Game</u> by Ellen Raskin</p> <p>In small groups, students will discuss the book’s plot and characters, explore the element of mystery, and examine how change can impact the story.</p> <p>The grammar component explores prepositions and prepositional phrases.</p>	<ul style="list-style-type: none"> • <u>Alternatives: Alfred Hitchcock and the Three Investigators in The Secret of Terror Castle</u> by Robert Arthur • <u>Harvey’s Marvelous Monkey Mystery</u> by Eth Clifford • Any title from the <u>A to Z</u> mystery series by Ron Roy • Any title from the <u>Cam Jansen</u> series by David Adler • Adapt the grammar component to a more direct instruction of prepositions and prepositional phrases. Follow up with practice. • Suggested reading lesson alteration is included.

Lesson Number	Original Reading Selection, Discussion Questions or Project	Alternates for Average to Above Average Learners if Needed
Lesson 18	<p>Students compare and contrast the book with a movie trailer, create a T-shirt depicting one of the story's characters, analyze the author's character development notes, and decide how he/she would spend \$200 million. Students then write an essay explaining how Sam Westing made a difference in the life of one of the characters.</p>	<ul style="list-style-type: none"> • Other mystery book groups also dress as a book character from a favorite book or story (preferably a mystery story) and design a T-shirt with an original slogan for the selected character. Sharing takes place in small groups. • Small groups identify and discuss how one of their book characters made a difference (positive or negative) in the lives of the other characters. • Discuss individuals who have made a difference in the lives of the students. Assign a piece of writing to describe the person and the differences that person has made in the life of each student.
Lesson 19	<p>Students read and summarize a short mystery play. Students then compare and contrast drama with poetry and prose,</p> <p>The grammar component of this lesson asks students to label parts of speech in sentences.</p>	<ul style="list-style-type: none"> • Use a reading ability appropriate play or use the play included in the school's adopted reading series. Add scaffolding questions as needed to help students identify story elements and to guide students to the theme of the play. Discuss elements of change found in the play. • Play summary worksheet is appropriate for all groups. Complete the worksheet in small groups. • Parts of speech analysis: use sentences related to each group's reading selection to enhance comprehension of the play.

Lesson Number	Original Reading Selection, Discussion Questions or Project	Alternates for Average to Above Average Learners if Needed
Lesson 20	Students write a five paragraph persuasive essay.	<ul style="list-style-type: none"> • Use direct instruction to work through the writing process. • If necessary, students may write shorter pieces, or they may write in pairs. • Scaffolded instructional plan is included. • Alternate rubric is included with this report.
Lesson 23	Students will use information gathered in previous lessons to prepare a presentation. The presentation is expected to include multiple perspectives on the issue.	<ul style="list-style-type: none"> • Students will read a common folktale, identify point of view, and explore an opposing point of view. They will create and present a puppet show based on a different point of view. • Suggested readings: a common version of "The Three Little Pigs;" <i>The True Story of the Three Little Pigs</i>; an assortment of fairy tales • Compare the video <i>Maleficent</i> to the fairy tale, "Briar Rose" • Suggested lesson included.
Lesson 24	This lesson uses resources gathered from previous lessons; students will write a six paragraph persuasive letter to his/her legislator.	Develop a piece of persuasive writing based on current events at school or in the news; suggested topics might include longer recess, more time in the gym, school uniforms, longer summers...
Lesson 25	<p>"The Egg" by Sylvia Hartman</p> <p>Students will make inferences based on the text of a poem; they will explore text structure; they will connect the concept of change to poetry through metaphor.</p>	<ul style="list-style-type: none"> • "If Little Red Riding Hood..." by Jeff Moss (This poem can be found online.) • <u>The Butterfly</u> by Patricia Polacco • <u>From Seed to Plant</u> by Gail Gibbons • Suggested lesson ideas included.
Lesson 26	<p>Based on previously gathered materials (Culminating activity)</p> <p>Students will compare and contrast change as seen in</p>	<ul style="list-style-type: none"> • Students compare changes seen in their own lives by creating a Venn diagram to compare themselves as third graders and as fourth graders. Students

	<p>fictional and non-fictional characters.</p>	<p>expand to the broader idea of change in book characters. Students close with a reflection on how they might change the world themselves.</p> <ul style="list-style-type: none"> • An optional autobiographical piece of writing and research is suggested. Students will create a personal parallel timeline and write an autobiography using the concept of change as a unifying theme. • Suggested lesson ideas included.
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NOTE: ALTERNATE LESSON PLANS ARE INCLUDED BELOW FOR SOME LESSONS

Lesson Six: Men and Women Who Changed the World

Materials:

- Biography text sets used in Lesson Five
- Graphic Organizer (included)

Student Outcome or Objectives:

- Students will discuss how one person can make a difference in the lives of other people.
- Students will explore the character traits of people who influenced others.

Grouping:

- Book groups formed in Lesson 5
- Jigsaw groups (either the same as those formed in Lesson 5 or switch the group members)

Lesson, Student Activities, Guiding Questions:

- In original book groups established in Lesson Five, discuss the biography's main character:
 - What made your person famous?
 - How did other people help your person to grow and become successful?
 - Would your person's life have been different without these other helpful people? In what ways?
 - How did this person's life make a difference to the people of his/her time?
- Instruct students to complete their own graphic organizers summarizing the class discussion.
- Jigsaw groups so that each group is represented by every other interest group.
Discuss:
 - Graphic Organizers:
 - What character traits did each person have?
 - What character traits did one person share with another person?
 - Is there a character trait shared by all of the people?
 - What can you learn about these people by examining their character traits?
 - Briefly share the contributions of each person.
 - How did these contributions make a difference in the lives of other people at the time?
 - How do these contributions make a difference in our lives today?
 - How would the world be different if this person had never been born?
- Assessment: Allow students time to revise their graphic organizers based on the preceding discussion. Assess written responses on the graphic organizer for content. Look for an understanding that one person's life can make a difference to the lives of other people.

Name: _____

Date: _____

Making a Difference Graphic Organizer

Name of Person:

Birth and death years: _____ - _____

**Name the people who
helped this person**

Major contributions

Character Traits of this person (Use evidence from the book):

How did this person make a difference for others?

Lesson Seven: How Historical Events Change People's Lives

Materials:

- Timelines constructed for Lesson Five
- Double Timeline planning sheet included in the original lesson

Student Outcomes:

- Students will research events happening beyond the realm of their biographical subjects' lives and discuss how those events impacted the life the biographical subject.

Grouping:

- Whole group discussion
- Pairs
- Small groups
- Jigsaw groups

Lesson, Student Activities, Guiding Questions

- Before beginning this lesson, instruct students to talk about historical change with a grandparent.
 - The teacher will point out historical change seen in his/her own life and how that change has impacted his/her life (for example, the invention of the cell phone or any other convenience device, the impact of 9-11, etcetera)
 - Tell about Laura Ingalls Wilder of the Little House series. Laura crossed the country in a covered wagon as a child. When she died in 1957, the Russians launched the first ever rocket ship. How did life change during Laura's life because of changes in transportation and technology?
- Research challenge:
 - In interest groups established in Lesson 5, discuss what was happening in the rest of the world:
 - What was happening in the rest of the country during your character's life?
 - How can we find out? (Biographies, history books, encyclopedias, Internet, etc.)
 - In pairs, have students look through available, teacher-approved resources to find at least two things that were happening in the United States at the time of their person's life.
 - After finding two facts, bring students back into interest groups. Ask students to share facts and resources.
 - During this discussion, ask students to add facts to their own notes if these facts fit into the years of their subjects' life span.
 - Guide students through the double timeline planning sheet included with the original lesson. Instruct students to add the five most important historical events to their individual timelines. If students do not have five facts, send students back to their research materials to find additional information.

- Jigsaw Groups
 - Share timelines.
 - Discuss:
 - What historical event(s) shaped your character's life? Explain.
 - Would your person's life have been different if he/she had been born in a different time? How? Why or why not?
 - If your person had been born in today's time, how would he or she be different?
 - If your person switched places with another character in this group, how would your person be different? How would history be different?
- Assessment: Based on students' participation in the discussion.

Lesson Eight: Historical Documentation of Change

Materials:

- Tecumseh's speech (as suggested in the original unit)(one copy per child)
- Notes or note-taking guide
- Vocabulary sheets (included)
- Dice and question sheet (included)
- Written assessment (included)

Student Outcomes:

- Students will listen to and read, use close reading techniques, Tecumseh's speech to General Harrison to understand the content of the speech.
- Students will discuss primary and secondary resources. Students will complete vocabulary maps and will play a dice game to better understand the concept of primary and secondary resources.

Grouping:

- Jigsaw groups formed in the previous lesson
- Flexible pairs, trios, and quads (Use trios or quads for the dice game)

Lesson, Student Activities, Guiding Questions:

- Using the jigsaw groups formed in previous lessons, ask students to listen to the speech while following the text. Briefly discuss: What do you think Tecumseh was saying to General Harrison?
- Divide the groups into pairs and trios. Ask each pair or trio to re-read and mark the text.
 - Circle unfamiliar words or phrases
 - Write a question mark beside places that make no sense to you
 - Write an exclamation mark beside words that present a new or interesting idea.
 - Draw a plus sign beside anything else that tickles your brain.
 - Use resources to find the meanings of circled words and phrases. Discuss these with your partner(s).
- Bring the group back together for whole group discussion:
 - For what was Tecumseh arguing? What was the main point of his speech? How do you know? (Notate answers on chart paper)
 - What arguments did Tecumseh use to prove his point? (Notate answers on chart paper)
 - Identify each argument as a fact or an opinion. (Notate responses on chart paper)
- In a whole group lesson, discuss the meanings of primary and secondary resources:
 - Primary = Prim (first) + ary (person, place, thing) = something that came first, or first-hand information
 - Where might we find primary source information?

- Why might primary source information be more valuable than a story told by someone else that had no part in the event?
 - What is the value of primary sources?
 - When should we use primary sources?
 - Secondary = something that came second
 - Where might we find secondary information? (Are rumors and gossip secondary information? Are they always accurate?)
 - When might secondary source information be more valuable than primary source information?
 - When should we use secondary source information?
 - Instruct students to complete a vocabulary map for both primary and secondary sources.
 - Pair students to discuss their maps and resolve differences.
- Dice game:
 - Students will work in pairs, trios, or quads to play this game.
 - Rules:
 - A student will roll the die.
 - The number showing on the die corresponds to a number on the question/rule sheet.
 - The student must answer the question correctly to receive a point for the turn.
 - The previous die roller will check the answer using vocabulary sheets. If the answer is incorrect, another child may respond correctly for the point.
 - Play continues until time is called by the teacher.
- Written assessment: In their own words, students will respond in writing to the same questions about primary and secondary resources that they answered in the dice game.

Name: _____

Date: _____

Vocabulary Map

Word:	
Definition of the word:	Picture to help me remember the word:
Why is this word important?	
Examples:	Non-examples:
A personal connection to this word:	

Dice Rolling Game
Instructions
Primary and Secondary Sources

Materials you will need:

- One or more partners
- One die
- Question sheet
- Vocabulary sheets

Rules:

- The youngest person will go first.
- The first person to play will roll the die.
- The number showing on the die matches the question you will answer. Questions are written below these rules.
- You may use your vocabulary sheet to answer the question.
- The person to your right will check your answer. If your answer is correct, you will earn one point. If your answer is incorrect, the player to your left will be given the opportunity to answer the question for one point.
- Play continues to the left.
- Play continues until time is called.

Questions:

1. What is a primary source?
2. What is a secondary source?
3. Why are primary sources important?
4. Why are secondary sources important?
5. Name at least one example of a primary source.
6. Name at least one example of a secondary source.

Name: _____

Date: _____

Primary and Secondary Sources Quiz

Directions: Answer each question with a complete sentence.

1. What is a primary source?

2. What is a secondary source?

3. Why are primary sources important?

4. Why are secondary sources important?

5. Name at least one example of a primary source.

6. Name at least one example of a secondary source.

Lesson Ten: Historical Change and Art

Materials:

- Quick as A Cricket by Don and Audrey Wood
- A paper or projected image of the frieze, “The Death of Tecumseh.” A paper copy is found in the original high ability unit.

Student Outcomes:

- Students will explore how similes can be used to better describe the characteristics of a person by writing and justifying a simile about themselves and then writing a simile about a biographical subject.
- Students will write and justify a simile about a figure portrayed in the frieze, “The Death of Tecumseh.”

Grouping:

- Original interest biography groups formed in Lesson 5
- Jigsaw groups
- Whole group

Lesson, Student Activities, Guiding Questions:

- Read aloud Quick as a Cricket by Don and Audrey Wood. Discuss:
 - What do you notice about how the narrator describes him/herself?
 - Define simile as a comparison between two unlike nouns to better tell about one of the nouns. The comparison is made by pointing out a characteristic shared by both nouns.
 - What does the narrator mean when he/she compares him/herself to a cricket? (Repeat this question 2-3 more times using different animals in the story.)
 - Brainstorm a class list of animals.
 - Together, name at least two characteristics of each animal that might also be applied to children.
 - Instruct students to make a list of their own character traits.
 - Ask students to write similes comparing themselves to an animal that shares a similar character trait. Warn students that they will be expected to justify or explain their choices.
 - Have students share and explain their similes.
- In original interest groups (Lesson 5), ask students to make a list of character traits that could be used to describe the subject of the biography they read together.
 - Review the class list of animals and their characteristics.
 - Discuss the traits or characteristics that match those of the biography’s subject.
 - Discuss and justify similes to describe the main character of the biography.
 - Assign the writing and illustrating of a simile to describe the biography’s subject.
 - Share and explain/justify the similes.

- Bring all groups together. Introduce the frieze, “The Death of Tecumseh” located in the Rotunda of the US Capitol building. Show students a projected or paper image of the frieze. Discuss:
 - What do you see?
 - The frieze is entitled, “The Death of Tecumseh.” Which figure represents Tecumseh? How do you know?
 - What emotions are portrayed on the face and in the body language of Tecumseh?
 - What simile could be written to describe this figure of Tecumseh?
 - When Tecumseh died, the Native Americans’ hopes to keep their lands also died. How do the artists show this loss of hope? (Discuss the idea that this frieze can also be considered a metaphor or a representation of this loss of hope.)
 - How do the artists show the changing fortunes of the Native Americans?
- Assessment: Instruct students to study the frieze carefully. Each child is to choose one figure, write a simile to describe that figure, and write a paragraph to explain/justify the simile.

Lesson Thirteen: Biographical Monologues/Puppet Shows

Materials:

- Puppet show assignment sheets (attached)
- Puppet show rubrics (attached)
- Biographies used to learn about an important person
- Timelines planned in previous lessons
- Materials for constructing a puppet theater
- Materials for constructing puppets and props

Student Outcomes:

- Students will share their knowledge of a biographical figure by writing, designing, and producing a puppet show. This is an assessment lesson.

Grouping:

- Biography interest groups

Lesson:

- Discuss components of a puppet show:
 - How are the characters represented?
 - What materials might be used to create puppets?
 - How does one show setting in a puppet show?
 - How might a person create a backdrop?
- If necessary, find and share a puppet show found online so that students will better understand what will be expected of them.
- Tell students that they will be writing their own puppet show to tell about the life and times of the person from their biographies. Their puppet shows are to take between 3 and 4 minutes to present. No longer. No shorter.
- Discuss the components of script writing:
 - How is a script different from a narrative text in your biography?
 - How does a script tell a story? (By words and actions)
 - Reinforce the idea that every word uttered by a character must be a part of the story.
 - Every word must help tell the story.
 - There are no extra words in a play or puppet show.
 - As students work, help them create a properly formatted script.
- Instruct students to use their timelines to find the basis for their stories.
- Puppet shows must be scripted before construction of puppets and set creation is permitted to begin.
- Assessment is based on the included rubric. Ask three or four students in the audience to help evaluate the puppet shows.

1. Write the name and author of the biography you are using as the basis for your puppet show.
2. Name the significant characters in your puppet show. Place a star beside the subject of your puppet show.
3. Discuss the events that will be included in your puppet show. List those events in the space below.
4. Discuss conflict and change in your character's life. Place a star beside the events in question 3 that will show conflict or change in your puppet show.
5. Discuss how your character made a difference in the lives of others. Place an exclamation mark beside the event(s) in question 3 that will show your audience how your character made a difference.

6. On lined paper, write a script for your puppet show.
 - a. The dialogue must be used to help tell the story.
 - b. Practice reading the dialogue aloud as you write it. This will help you revise your work as you write.
 - c. You may use a narrator only if your teacher gives permission for a narrator.
 - d. After writing the dialogue, go back and add stage directions.
 - e. Obtain teacher permission before continuing.
7. In the space below, draw a sketch for each puppet.
8. In the space below, draw a sketch for your setting(s).
9. Decide who will read the parts and make the puppets. Write the names of those group members beside the names of the characters listed in step number two.
10. Practice reading the script aloud before continuing.
11. Decide who will make parts of the setting. Make a job list in the space below.
12. Choose a director to settle arguments and make final decisions. Write that person's name here.
13. With your teacher's permission, begin constructing your puppets and your backdrops.
- 14. Every time you meet, practice reading your script aloud.**

Puppet Show Assessment Form

Name of group members: _____

Subject of biographical puppet show: _____

Name of person completing this assessment: _____

Criteria	Accomplished (6 points)	Developing (4 points)	Novice (2 points)
Puppet show depicts important events in the person's life. Events are well detailed.			
Puppet show clearly depicts conflict and change in the person's life.			
Puppet show clearly indicates how the person made a difference in the lives of others.			
Puppet show is audible, clearly understood, and well rehearsed.			
Significant other characters are present and clearly related to the main character.			
Backdrop clearly reflects the setting of the story.			

Lesson Sixteen: Mapping Change in Mystery Stories

Materials:

- “Scooby Doo” video mystery episode
- Mystery Genre Reading/Viewing Guide (included)
- An assortment of short mystery books

Student Outcomes:

- Students will be exposed to the elements of a mystery.
- Students will view, read, analyze, and map a mystery story.
- Students will develop a flow chart based on a mystery story.

Grouping:

- Whole group
- Small groups
- Independent, partners, and trios

Lesson, Student Activities, Guiding Questions

1. Introduce mystery vocabulary
2. Watch a “Scooby Doo” video mystery episode.
 - a. Watch the first time for an overview of the story.
 - b. Watch a second time to identify the elements of mystery. Do this in a whole group discussion. Model use of the “Mystery Genre Reading/Viewing Guide” as a scaffold for the discussion.
 - c. Differentiate according to need. Ask each group to complete a “Mystery Genre Reading/Viewing Guide” based on an assigned reading selection:
 - i. More able readers are to read a short mystery independently or with a partner to identify the elements of mystery. After reading independently or with a partner, bring readers together into small groups to discuss their findings
 - ii. Mid-level readers are to read a short mystery as a small group to identify and discuss the elements of the mystery genre.
 - iii. Low-level readers are to view a different “Scooby Doo” episode to identify and discuss the elements of the mystery genre.
 - d. Whole class discussion:
 - i. Share
 1. Ask groups to quickly summarize their stories and tell how the story was put together (its structure is usually sequential using a cause/effect scaffold)
 2. Discuss similarities and differences in the stories.
 - a. Encourage students to find likenesses in how the stories are structured.
 - b. Encourage students to find similar character traits.
 - ii. Introduce the idea of a flow chart by returning to the original video.

1. Review the “Mystery Genre Reading/Viewing Guide”
 2. Re-watch the video to modify the viewing guide.
 3. Model a flow chart using the sequence of events listed on the viewing guide.
 4. Return students to small groups. Ask small groups to turn their “Mystery Genre Reading/Viewing Guide” summaries into a flow chart.
 - iii. Discuss the purpose of a flow chart:
 1. Why would a reader use a flow chart? (To help identify red herrings; to determine the flow of the story)
 2. Why would an author use a flow chart? (To help identify the flow of the story; to insert red herrings)
3. Assessment is based on viewing guides, flow charts, and group participation.

Name: _____

Date: _____

Mystery Genre Reading/Viewing Guide

Identify the mystery: What is the problem facing the characters?

In order, list the events that led to solving the mystery.

In order, list the false clues (red herrings) that fooled the characters.

What event led to solving the mystery?

Lesson Seventeen: Change in Fictional Characters

Materials:

- Character Analysis worksheet (included)
- The following mystery books:
 - The Westing Game by Ellen Raskin
 - Alfred Hitchcock and the Three Investigators: The Secret of Terror Castle by Robert Arthur.
 - Harvey's Marvelous Monkey Mystery by Eth Clifford.
 - An A to Z Mystery (Ron Roy) of the teacher's choice.
 - A Nate the Great or Cam Jansen (David A. Adler) mystery of the teacher's choice.
- Book Project instruction sheets (included)

Student Outcomes:

- Students will read, analyze, and map a mystery story.
- Students will create a product to share their understanding of the story.

Grouping:

- Students will work in reading level ability groups

Lesson, Student Activities, Guiding Questions:

1. Differentiate reading assignments according to reading levels:
 - a. High Ability students are to read The Westing Game and follow lesson suggestions in the original high ability unit.
 - b. High readers are to read Alfred Hitchcock and the Three Investigators: The Secret of Terror Castle by Robert Arthur.
 - c. Mid-range readers are to read Harvey's Marvelous Monkey Mystery by Eth Clifford.
 - d. Mid to low readers are to read an A to Z Mystery (Ron Roy) of the teacher's choice.
 - e. Low readers are to read a Nate the Great or Cam Jansen (David A. Adler) mystery of the teacher's choice.
2. Differentiate products according to ability
 - a. Alfred Hitchcock and the Three Investigators: The Secret of Terror Castle by Robert Arthur:
 - i. Have each member of this group complete a Character Analysis sheet for each of the three investigators.
 - ii. Discuss the analysis sheets to find common character traits.
 - iii. If desired, instruct the group to complete a three way Venn diagram.
 - iv. Instruct students to develop a flow chart for the book.
 1. The group should be able to identify and insert the distractions (red herrings) included by the author.
 2. The mystery/problem must be clearly stated.

3. A solution to the mystery must be clearly stated.
- v. Complete and share a group project. (Instructions and rubric included)
- b. Harvey's Marvelous Monkey Mystery by Eth Clifford:
 - i. Have each member of this group complete a Character Analysis sheet for Harvey.
 - ii. Under teacher direction, discuss and compare responses on the Character Analysis sheet.
 - iii. Instruct students to develop a flow chart for the book.
 1. This group may or may not be able to find the red herrings/distractions. (The red herrings are minimal and include character idiosyncrasies.)
 2. A clear problem/mystery statement must be included in the flow chart.
 3. A solution to the stated mystery must be included in the flow chart.
 - iv. Directed research project: Students will complete a basic research project on the use of service animals to aid people with disabilities.
 1. With the students, develop a list of questions about service animals.
 2. Discuss information resources (Internet, books, magazines, specialists...)
 3. Divide the questions among group members. Instruct group members to find answers to their assigned questions.
 4. Share answers and create a product (graffiti board, poster, booklet...) for the sharing of combined information.
 - v. Complete and share a group project. (Instructions and rubric included.)
- c. A to Z Mystery by Ron Roy; Cam Jansen story by David A. Adler
 - i. Complete a character analysis worksheet for one of the three characters.
 1. Discuss responses in a small group setting.
 2. Encourage students to name and justify character traits that allow the characters to find their way through the story. (Perseverance, curiosity, courage...)
 - ii. Either individually, in pairs, or as a group, create a flow chart outlining the sequence of events in the story.
 1. If needed, complete a "Somebody Wanted But So" graphic organizer to parse the story down to its essential components.
 2. Discuss mystery elements with the group.
 - a. Identify a problem statement.
 - b. Trace the problem statement through a logical sequence of events.
 - c. State the solution to the mystery. The solution must match the problem statement.
 3. Discuss cause and event sequencing with the group.

4. If applicable, discuss the idea of change as it fits into the story.
- iii. Assign a book project (puppet show):
 1. Write a script using the flow chart as an outline.
 2. Design and draw the main settings.
 3. Create puppets for the major characters using Popsicle sticks and character cutouts (which can probably be found online).
 4. Rehearse and present.

Alfred Hitchcock and the Three Investigators:

The Secret of Terror Castle

Book Project

1. Create a model of Terror Castle. Follow the details provided by the author.
2. Write a paragraph explaining how the setting of the story added suspense and mystery for the reader.
3. Prepare and present a three minute oral summary of the story. Include the following points:
 - a. The setting (use your model and writing)
 - b. The characters (include their strengths and weaknesses)
 - c. A summary of the story (include the red herrings)
 - d. A description of how the author used change as a tool to tell the story.

Name: _____

Date: _____

Product Guide for
Alfred Hitchcock and The Three Investigators in The Secret of Terror Castle

Criteria	Points	Comments
Model closely matches description given in the book.	_____/5 points	
Model synthesizes information from the book.	_____/5 points	
Students clearly put best effort into creation of the model.	_____/5 points	
Paragraph matches and synthesizes information from the book.	_____/5 points	
Paragraph convincingly explains how the setting added to the mystery.	_____/5 points	
Paragraph is: <ul style="list-style-type: none">• Grammatically correct• Properly punctuated• Properly capitalized	_____/2 points _____/2 points _____/2 points	
Presentation matches and synthesizes information from the book.	_____/5 points	
Summary is clear and concise.	_____/5 points	
Model is incorporated into the presentation.	_____/5 points	

<p>Character traits (strengths and weaknesses) are incorporated into the presentation.</p> <p>The use of change as a tool is clearly presented.</p>	<p>_____/5 points</p> <p>_____/5 points</p>	
<p>Overall presentation is:</p> <ul style="list-style-type: none"> • Well rehearsed • Audible • Engaging 	<p>_____/3 points</p> <p>_____/3 points</p> <p>_____/3 points</p>	
Total Points		

Date: _____

1. Name of character: _____

3. Draw a picture of the character based on the author's description.

5. Name and describe a weakness of the character. Use evidence from the book. The evidence should describe a time when the character displayed the characteristic.

7. How did Harvey feel about Nora at the end of the story? How do you know?

8. What caused Harvey to feel differently about Nora? Use evidence from the story.
-

Book Project

Harvey's Marvelous Monkey Mystery

1. Using the Internet, the Library, and any human resources you know, research the use of service animals as aides for people with disabilities.
2. Create a Power Point Presentation. Your presentation must include the following points:
 - a. A character introduction that includes the strengths and weaknesses of the two main characters (use your character analysis sheets).
 - b. A flow chart outlining the sequence of events in the story (use the flow chart you developed with your teacher).
 - c. A conclusion that shows character change (use your character analysis sheets).
 - d. A brief introduction to the use of service animals (use information from your research project).
 - e. An explanation of the author's use of service animals as a tool for building the story.
3. Rehearse and share your presentation with your classmates.

Name: _____

Date: _____

Product Guide for
Harvey's Marvelous Monkey Mystery

Criteria	Points	Comments
Characters are introduced.	_____/ 5 points	
Characters' strengths and weakness are clearly defined.	_____/ 5 points	
Character change is clearly identified and justified.	_____/ 5 points	
A flow chart is included.	_____/ 5 points	
Mystery or problem is clearly identified	_____/ 5 points	
Solution is clearly stated	_____/ 5 points	
The flow chart includes a cause and effect sequence of events leading from the problem to the solution.	_____/ 5 points	
The flow chart accurately depicts important story events.	_____/ 5 points	
Research clearly explains the purpose of service animals.	_____/ 5 points	
Research is clear and concise.	_____/ 5 points	
The use of service animals as a building tool for the story is named and justified.	_____/ 5 points	

<p>Written work is...</p> <ul style="list-style-type: none"> Grammatically correct Properly punctuated Properly spelled 	<p>_____/ 3 points</p> <p>_____/ 3 points</p> <p>_____/ 3 points</p>	
<p>PPT is well organized.</p> <p>Graphics are appropriate to content.</p> <p>Errors do not interfere with overall presentation of content.</p>	<p>_____/ 5 points</p> <p>_____/ 5 points</p> <p>_____/ 3 points</p>	
<p>Overall presentation is:</p> <ul style="list-style-type: none"> Well rehearsed Audible Engaging 	<p>_____/3 points</p> <p>_____/3 points</p> <p>_____/3 points</p>	
Total Points		

Book Project Assignment
Book Title: _____

1. Read a mystery book assigned by your teacher.
2. Complete a character analysis worksheet for one of the main characters. Discuss your answers with your teacher and your group.
3. Complete a flow chart showing the sequence of events. Discuss your charts with your teacher and your group.
4. Create and prepare a puppet show to share with your classmates.
 - a. Write a script using the flow chart as an outline.
 - b. Design and draw the most important settings.
 - c. Create Popsicle stick puppets for each character in your script.
 - d. Rehearse and present your puppet show.

Name: _____

Date: _____

Product Guide for

(name of mystery)

Criteria	Points	Comments
<ul style="list-style-type: none">• Characters are introduced.• Characters' strengths and weakness are clearly defined.	<p>_____/ 5 points</p> <p>_____/ 5 points</p>	
<ul style="list-style-type: none">• A flow chart is included.• The flow chart includes a cause and effect sequence of events leading from the problem to the solution.• The flow chart accurately depicts important story events.	<p>_____/ 5 points</p> <p>_____/ 5 points</p> <p>_____/ 5 points</p>	
<p>Puppet show...</p> <ul style="list-style-type: none">• Clearly identifies main characters• Clearly identifies main setting• Clearly names the mystery or problem• Re-creates most important events using the flow chart• Depicts a clear solution to the mystery	<p>_____/ 5 points</p> <p>_____/ 5 points</p> <p>_____/ 5 points</p> <p>_____/ 5 points</p> <p>_____/ 5 points</p>	
<p>Written work is...</p> <ul style="list-style-type: none">• Grammatically	<p>_____/ 3 points</p>	

correct <ul style="list-style-type: none"> • Properly punctuated • Properly spelled 	_____/ 3 points _____/ 3 points	
Overall presentation is: <ul style="list-style-type: none"> • Well rehearsed • Audible • Engaging 	_____/3 points _____/3 points _____/3 points	
Total Points		

Lesson Twenty: Changing Others' Opinions

Materials:

- Video clips from commercials
- Earrings by Judith Viorst
- Peer review sheets (included)
- Alternate rubric for a single paragraph (included)

Student Outcomes:

- Students will identify the difference between fact and opinion.
- Students will identify opinion cue words.
- Students will identify argument types in advertisements.
- Students will work through the writing process to develop a persuasive essay.

Groupings:

- Whole group
- Individuals
- Flexible partners

Lesson, Student Activities, Guiding Questions

1. Introduce the idea of persuasion with the use of appropriate video clips from commercials found online. Discuss:
 - a. What is the author trying to get you to do?
 - b. How is the author trying to get you to do it?
 - c. What facts is the author of commercial using?
 - d. What opinions is the author of the commercial using?
2. Teach the difference between fact and opinion.
 - a. Make specific statements similar to the following. After each statement, ask students to identify the statement as a fact or an opinion. Ask each student to tell why the statement is a fact or an opinion.
 - i. Charlie Brown wears a yellow and brown shirt.
 - ii. Snoopy is a creative character.
 - iii. Peppermint Patty is a bully.
 - iv. Pigpen is dirty.
 - v. Lucy works to help people understand their problems.
 - b. Encourage students to come up with their own fact and opinion statements.
 - c. Create an anchor chart.
 - i. Define fact: A fact is a statement that can be proven.

- ii. Define opinion: An opinion is a statement that cannot be proven. An opinion tells what someone thinks, feels, or believes.
- iii. Clue words for opinion:
 - 1. Think
 - 2. Feel
 - 3. Believe
 - 4. Always
 - 5. Never
 - 6. All
 - 7. None
 - 8. Most
 - 9. Least
 - 10. Best
 - 11. Greatest
 - 12. Worst
- 3. Read aloud Earrings by Judith Viorst. Discuss:
 - a. What is the girl trying to persuade her parents to do?
 - b. What arguments does she use?
 - c. Which arguments are facts? Opinions?
 - d. Which arguments are stronger: Facts or Opinions?
- 4. Homework: Find an advertisement in electronic or print media. Determine what the author is trying to persuade the viewer to do. Determine which of the arguments are facts or opinions.

Session Two:

- 1. Share advertisements students brought in as their homework assignments. Guide students to distinguish between fact and opinion. Lead students to discover that facts make stronger arguments than opinions. (For additional practice, provide non-fiction reading passages built on a fact and opinion text structure. Ask students to identify the facts and opinions in the reading selections).
- 2. Briefly talk about different types of arguments. Identify the types of arguments found in students' advertisements.
 - a. Claim: The argument
 - b. Experts: Researchers, doctors, professionals in the field
 - c. Logic: Using logical reasoning and numbers
 - d. Emotions: Hooking into the heart
 - e. Research: Looking at encyclopedias, newspapers, Internet resources
- 3. Introduce the persuasive writing assignment. Students will be writing a one- to five-paragraph persuasive essay.
- 4. Scaffold the writing assignment:

- a. Ask students to brainstorm topics for a persuasive essay. Suggest topics like school uniforms, school gardens, a class trip, pet ownership, endangered species, environmental issues...etc. Topics must be broad enough to support five paragraphs.
 - i. Brainstorm independently.
 - ii. Share ideas in a small group.
 - iii. Share ideas on a class list.
 - b. Ask students to select three topics. Each topic must be strong enough to support three separate facts.
 - c. Instruct students to place the three selected topics as headings on a three column chart. Then ask students to:
 - i. Brainstorm arguments for each topic.
 - ii. Identify the arguments as facts or opinions.
 - iii. Develop questions about each topic.
 - d. Homework: Students are to find facts that support the arguments they wish to make. The final topic will be the topic with the most supporting facts.
5. Before closing this session, allow students to share their topics and arguments. Encourage students to help each other develop and add to their arguments.

Session Three:

In this session, students will begin the writing process.

1. Instruct students to write a topic sentence (or paragraph). The topic sentence must include the opinion and the topic. If students are writing a topic paragraph, the remainder of the paragraph will briefly state the three facts to support the writer's opinion. For those students who are ready, a brief lesson on transition words and phrases will be helpful at this point.
2. Guide students through idea development in the body of the paragraph or essay.
 - a. If writing an essay, each fact must be supported or developed using additional facts. An opinion statement may be included if it is supported by facts.
 - b. Ask more able students to develop smooth transitions between paragraphs.
3. Write a closing:
 - a. Discuss types of closings:
 - i. Ask a question that will make your reader think more deeply about your topic and your opinion.
 - ii. Forcefully restate your opinion.
 - iii. Use different words to summarize your argument.
 - iv. Close with a quotation that emphasizes your opinion.

- b. Challenge students to write at least two different types of endings. Then have the children choose the ending they like best.

Session Four: Peer Editing and Revision

1. Instruct students to use a peer editing guide as they review the work of a partner.
2. After reading and editing, students are to share their comments with their partners.
3. Send students back to their seats to revise and publish their work.

My Name: _____

My Partner's Name: _____

Peer Editing Guide Sheet

1. Name your partner's topic.
2. State your partner's opinion.
3. Briefly state three facts your partner uses to support his/her opinion. Use bullet points.
4. Check for the following:
 - a. ____ Indented paragraphs
 - b. ____ Correct spelling
 - c. ____ Subject-verb agreement
 - d. ____ Correct use of commas
 - e. ____ Correct punctuation
 - f. ____ Correct capitalization
5. Write at least one positive comment about your partner's work.
6. Write at least one suggestion for improvement.

Name: _____

Date: _____

Persuasive One-Paragraph Essay Assessment

3 Points	2 Points	1 Point
The opening statement captures the reader's interest. It states the topic and the opinion.	The opening statement defines the topic and the opinion.	The opening statement may be missing the topic or opinion.
The paragraph is well organized with a topic statement, at least three supporting sentences, and a well written closing.	The paragraph is logically organized. It may be missing a beginning, one supporting argument, or an ending.	The paragraph is missing one or more pieces; it may lack organization.
At least two types of factual arguments are used to persuade the reader.	One factual argument type is used in an attempt to persuade the reader.	The reader is not persuaded. Facts are minimal at best.
The closing statement effectively wraps up the argument.	The closing statement is unclear.	The closing statement is missing.
The entire paragraph is clear, focused, and well organized.	Most of the paragraph is clear, focused, and well organized.	The paragraph is not clear, focused, and/or well organized.
Correct capitalization, spelling, and punctuation are used throughout the paragraph.	Fewer than four capitalization, spelling, and punctuation errors are found in the paragraph.	The paragraph contains more than five capitalization, spelling, and punctuation errors.

Lesson 23: Presentation of an Opposing Viewpoint

Materials:

- A copy of the traditional version of “The Three Little Pigs”
- A copy of The True Story of the Three Little Pigs by Jon Scieszka
- As assortment of fairy tales with a clear protagonist and antagonist
- Venn diagram templates
- Product guide assessment rubric (included)
- The video, *Maleficent* (if desired)

Student Outcomes:

- Students will create a Venn diagram to compare the perspectives of two different versions of “The Three Little Pigs.”
- Students will create a Venn diagram to determine the perspectives of two different characters in a common fairy tale.
- Students will create a new story based on an opposing viewpoint of the antagonist in a common fairy tale.

Grouping:

- Whole group
- Flexible groupings from pairs to quads

Lesson:

1. Read a traditional version of “The Three Little Pigs” Discuss point of view:
 - a. Who is the protagonist (good guy?)
 - b. Who is the antagonist (bad guy?)
 - c. What makes the good guy the good guy and the bad guy the bad guy? (Direct the discussion toward point-of-view)
2. Read The True Story of the Three Little Pigs by Jon Scieszka. Discuss point of view:
 - a. Who is the protagonist? Why?
 - b. Who is the antagonist? Why?
 - c. How did the story change?
3. Together, create a Venn diagram to compare both stories. The events in the center should be the events that actually happened. No bias should be present.
 - a. The viewpoint or perspective of a story can change depending on who is telling the story.
4. Finding Perspective assignment:
 - a. Students are to read a common fairy tale or folk tale.
 - b. Discuss the events.

- c. Discuss what would happen if the story were re-told from the antagonist's point of view.
 - i. Guide students through the creation of a Venn diagram.
 - ii. The center circle should list only the events.
 - iii. The far left circle should detail bias or point of view of the protagonist.
 - iv. Far right circle outlines point of view for the antagonist.
 - v. The Venn diagram will become the basis for creating the puppet show.
- d. Instruct students to create a product to re-tell the story from the antagonist's viewpoint. Possible products might include:
 - i. A skit
 - ii. A reader's theater production
 - iii. A puppet show
 - iv. A picture book
 - v. A piece of writing
 - vi. A letter to the editor
 - vii. An alphabet book
 - viii. A living museum presentation
- 5. To further modify the point of view assignment, instruct students to create a cube mobile.
 - a. Students make two paper cubes.
 - b. On one cube, detail characteristics and actions of the protagonist.
 - c. On the second cube, detail characteristics and actions of the antagonist.
 - d. Use the cubes to create a simple mobile.
- 6. Share products in a whole class setting.
- 7. Assessment: Use the provided product guide
 - a. Discuss:
 - i. What did you learn about point of view?
 - ii. What did you enjoy about the project?
 - iii. What did you not like about the project?
 - b. Complete Self Assessment (included)

Name: _____

Date: _____

Product Guide for Point of View

Criteria	Points	Comments
Plot: <ul style="list-style-type: none">• Original story is readily identifiable• Includes at least 3 events from the original story	_____/5 points _____/6 points	
Character: <ul style="list-style-type: none">• Original characters are included• Original antagonist becomes the protagonist	_____/5 points _____/5 points	
Point of View is successfully transferred to the original antagonist.	_____/5 points	
Presentation: <ul style="list-style-type: none">• Well-practiced• Easy to hear• Easy to understand• Vocal expression• Artistry	_____/2 points _____/2 points _____/2 points _____/4 points _____/4 point	
Total Points	_____/40 points	

Name: _____

Date: _____

**Point of View
Self Assessment**

Think about your work on the point of view project. Answer all of the questions honestly and completely.

1. What project did you do?
2. What fairy tale did you use?
3. What did you contribute to the group?
4. What did you do well?
5. What would you do differently if you were able to do this again?
6. What grade would you assign yourself? Why? (Be very specific.)

Lesson 25: Metaphorical Change

Materials:

- “If Little Red Riding Hood...” by Jeff Moss (available online)
- An incubator and fertilized eggs
- Monarch butterfly metamorphosis kit
- Materials for seed germination
 - Ziploc plastic baggies
 - Bean seeds
 - Absorbent paper towels
 - Bleach water
 - Tape
 - Sunny Window

Student Outcomes:

- Students will recognize change as a theme in literature.
- Students will observe and record change in a science project.
- Students will create a product to share their understanding of the concept of change.

Groupings:

- Flexible grouping
- Whole group, small groups, or pairs and triads

Lesson Adaptation Suggestions:

- Read “If Little Red Riding Hood...” by Jeff Moss
 - Identify “What if...?” questions being answered by the author
 - Identify changes to which the author is referring.
 - Connect the poem to ideas of change
 - Connect the poem to products created by the students in Lesson 23. Discuss the changes revealed in those products.
- Hatch chick eggs.
 - Chick incubators and eggs are often available through local extension agencies (The Purdue Extension Office may offer this service)
 - Keep journals recording the changes observed throughout the duration of this project.
 - Write and draw what is seen on the first day of incubation, the day of egg candling, the hatch day, and on each day students handle the chicks.
 - Discuss visible changes.
 - Discuss how an egg can be a simile or metaphor for the idea of change.
- Watch a chrysalis hatch.
 - Butterfly kits are available online
 - Keep journals recording the changes.
 - Write and draw what is seen throughout the caterpillar stage, as the chrysalis forms, as it breaks open, and when the butterfly is released.

- Discuss visible changes.
 - Discuss how a butterfly can be a simile or metaphor for the idea of change
 - Read aloud The Butterfly by Patricia Polacco. Discuss butterfly metaphors used in this story.
- Germinate and plant bean seeds. (Bean seeds will germinate quickly)
 - Place several bean seeds into a re-sealable plastic baggie. Add an absorbent paper towel and a bit of bleach water. Tape sealed baggies on a sunny window.
 - Transfer germinated seeds to a cup of soil.
 - Keep journals recording all changes.
 - Write and draw as the seeds swell, crack open, produce roots and stems, and begin to develop leaves.
 - Discuss visible changes.
 - Discuss how a plant can be a simile or metaphor for the idea of change.
 - To extend student understanding of seed change, read From Seed to Plant by Gail Gibbons.
- Assessment: Ask students to create a product about change.
 - Brainstorm possible product ideas.
 - Allow students to discuss and plan their products with partners or in small groups.
 - As needed, have students work independently or in pairs.
- Lesson Extension: Make an assortment of books about eggs, egg laying animals, butterflies, and plants available. Use the books for guided reading of non-fiction.

Lesson 26: Comparing and Contrasting Change

Materials:

- Venn diagram templates
- Assessment rubric for autobiographical projects if desired (included)

Student Outcomes:

- Students will create a Venn diagram as a precursor to discussing changes in themselves.
- If desired, students will create a parallel timeline for their own lives and write an autobiography detailing changes in their own lives.

Grouping:

- Independent workers for the Venn diagrams
- Whole groups for discussion
- Independent workers for the writing

Lesson:

- Ask students to complete a Venn diagram. On one side of the diagram, students are to write about themselves as third graders. On the other side of the diagram, students are to write descriptors of themselves as fourth graders. The center portion of the diagram will contain descriptors of important elements that have not changed. Ideas to consider when completing the Venn diagram:
 - Fears
 - Things learned and unlearned
 - Size
 - Favorites
 - Likes and dislikes
 - Friends
 - Things that are important to me
- Upon completion of the Venn diagrams:
 - Share.
 - Discuss personal changes from one year to the next.
 - Discuss the importance of change:
 - What would happen in our own lives if we never experienced change? If we always stayed as we were in third grade or first grade or as a pre-schooler?
 - Why is change important?
 - Discuss a broader perspective of change:
 - What changes did you see in the lives of your mystery book characters? Why were these changes important to the story?
 - What changes did you see in the lives of your biography characters? Why were these changes important to the people of the time? In what ways are the changes important to you?
 - What will you do to make a difference for others in your own life?

- Extend this lesson to include a piece of writing.
 - Ask students to write an autobiography using the theme of change as a unifying thought throughout the writing.
 - Students will need talk to their parents and grandparents and look through photographs to find the information needed to chronicle their own lives.
 - To turn this into a research project, ask students to go online to back issues of local or national newspapers. As an outline to the final product, instruct students to construct their own autobiographical and historical parallel timelines.
- Assessment based on participation in group discussion.

Name: _____

Date: _____

Autobiography Project Criteria Guide

Criteria	Points Possible	Comments
Timeline <ul style="list-style-type: none">• Each year of life included• At least 3 historical events included• Historical events are accurate• Illustrated appropriately• Easy to read and neat	_____/ 10 points _____/ 5 points _____/ 5 points _____/ 5 points _____/ 5 points	
Autobiography <ul style="list-style-type: none">• Each year of life included• At least 3 details for each year of life included• The concept of change is used as a unifying theme	_____/ 10 points _____/ 10 points _____/ 5 points	
Mechanics for Timeline <ul style="list-style-type: none">• Correct Grammar• Correct Spelling• Correct capitalization• Correct punctuation	_____/ 3 points _____/ 3 points _____/ 3 points _____/ 3 points	
Mechanics for Autobiography <ul style="list-style-type: none">• Correct Grammar• Correct Spelling• Correct capitalization• Correct punctuation• Correct paragraphing	_____/ 3 points _____/ 3 points _____/ 3 points _____/ 3 points _____/ 3 points	
Total Points	_____/ 82 points	